Program Review

(HLC Criterion 4.A.1)

Self-Study Template

Revised Fall 2022

Academic unit: __Marketing _____ College: __Barton School of Business _____

Date of last university/KBOR review _____2019_____

Date of last accreditation report (if relevant) _____2019_____

List all degrees described in this report (add lines as necessary)

Degree: _____Bachelor – Marketing _____ CIP* code: _52.1401___

Degree: _____ CIP* code: _____

Degree: _____ CIP* code: _____

Degree: _____ CIP* code: _____

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Certificate (s): _____

Summary Statement (optional):

//

Signature Page

Faculty of the academic unit review (add lines as necessary)

(If interdisciplinary, please list the core teaching faculty and department name if external to the academic unit)

Please note that the signatures indicate that each faculty has read the self-study template and agreed (by consensus) to its contents.

Name of Faculty Member (List department –if external to unit)	Signature of Faculty Member	Tenure or Non-Tenure Track	Faculty Contribution to Review I had the opportunity to contribute to this PR document.
Dr. Charles Martin – Full Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dr. Stephen Porter – Associate Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dr. Duane M. Nagel – Associate Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dr. Seth Cockrell – Assistant Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dr. Lynn Matthews – Assistant Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dr. Sina Aghaie – Assistant Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dr. Alex Ziegler – Assistant Professor		☒ Tenure Track ☐ Non-tenure track	☒ Yes ☐ No
Dorothy Harpool - .25 Instructor		☐ Tenure Track ☒ Non-tenure track	☒ Yes ☐ No
Dr. Roberta McKee - .5 Instructor	Retired Spring 2022	☐ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
		☐ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
		☐ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No
		☐ Tenure Track ☐ Non-tenure track	☐ Yes ☐ No

Submitted by: Duane Nagel Chair (Name and title) Date 3/28/23 (Date)

Signature Page

Academic Dean Review:

Check all that apply:

- ☐ I have reviewed this document.
- ☐ I have had the opportunity to discuss this review with the program and/or department chair.
- ☐ Attached letter of review (required)

Submitted by: _____ Date_____
(Name and title) (Date)

Graduate Dean Review:

Check all that apply:

- ☐ I have reviewed this document.
- ☐ I have had the opportunity to discuss this review with the academic college dean.
- ☐ Optional, letter attached to provide additional comment/information needed

Submitted by: _____ Date_____
(Name and title) (Date)

In yellow highlighted areas, data will be provided

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan (HLC Criterion 1)

*The mission of Wichita State University is to be an essential **educational, cultural and economic driver** for Kansas and the greater public good.*

A. Overall Program Description: Provide an overall description of the program(s) offered. Include any significant changes made since the last review.

Marketing is one of the key functional academic fields within business administration. The Department of Marketing, through its faculty's intellectual contributions (e.g. creating and disiminating new knowledge), teaching (e.g., conceptual, applied learning – both face-to-face and online), and service efforts (both internally and externally in the business community) supports the University and the Barton school in providing training, guidance and thought leadership to our students, the business/not-for-profit, and related community in South Central Kansas. Regardless of product type or industry, marketing plays a pivitol role in all organizations success. Therefore, it is the mission of the Department of Marketing is to meet the needs of its various constituencies (undergraduate majors, non-majors, graduate students, the greater University community, local marketing/business professionals, as well as the national and international academic community) through the dissemination and development of knowledge, and the provision of professional thought leadership in the application of marketing.

Since the last review the department has worked closely with both industry and alumni to develop and launch two new concentrations for the Marketing Bachelor degree. This includes a concentration in both *digital marketing* and in *data driven marketing and intelligence* (aka marketing analytics) to better prepare our students for their future careers.

B. Program Purpose Statement: Provide the program purpose statement (formerly Mission statement)

(If more than one program, list each purpose statement):

The BBA-Marketing program prepares students for future careers in marketing by providing challenging and engaging curriculum through an experientially based, applied learning environment. The program emphasizes an understanding of the entire marketing function within a organization and seeks to develop crititcal thinking and problem solving skills to better prepare students for the marketing challenges of the future. The current program offers a wide variety of electives that allow students to follow their area of interest. Beginning in the Spring of 2023 students can now opt to declare a concentration in Digital Marketing or Data Driven Marketing & Intelligence, which provide students with the specific training most in demand by today's employeers.

C.* Relationship to University Mission:** What is the role of the Program(s) and its relationship to the University mission – specifically looking at how the program is an educational driver, cultural driver, ***and/or economic driver:

The BBA- Marketing program supports the WSU mission by providing access to a bachelor's degree for Wichita-area and Kansas residents who want to study the marketing discipline and/or need a flexible,

customiziable, modern program. As an educational driver the Department of Marketing works very closely with a system of alumni, marketing associations (e.g. American Marketing Association – Wichita), and a number of individual local/national business leaders to delelop curriculum and learning objectives that will provide our student the necessary, modern marketing skills they need to be successful in their careers. For example, through these conversations and relationships with our industry and alumni partners the program was updated to offer the two new concentrations for the Marketing BBA previously discussed. 1) digital marketing, and 2) data driven marketing and intelleigence (a.k.a. marketing analytics). This successful relationship with industry has been further formalized with the creation of a Marketing advisory board that launches in the Spring of 2023. Its primary mission is to monitor and provide feedback on curriculum and learning objectives throughout the program.

D. University Strategic Plan: How does the Program support the university strategic plan? (https://www.wichita.edu/about/strategic_plan/index.php)

The BBA-Marketing program falls under the mission of the Barton School of Business which is aligned with the University's mission. Through the marketing department's major and our culture of applied learning, the program has a positive influence on the multiple stakeholders we are in contact with e.g. our students, the business/non-profit community and the scholary academey, thus aligning with the University's strategic goal of Partnership & Engagement.

For example, for over two decades students enrolled in MKT 403 - Marketing Research, have participated in a major market research project for a local/regional business or not-for-profit organization. Students work with the partner organization to identify research goals and with the guidance of the assigned faculty member, design and execute an appropriate research program to deliver on the desired objectives. MKT 609 – Strategic Marketing Management has begun working with local business to help develop a marketing plan.

Building on this culture of applied learning within the department, in the Spring of 2021 the department launched and initiative called *The Fairmount Project* (www.fairmountproject.com) to deepen the level of applied learning opportunities provided to our students. Through *The Fairmount Project* students receive a currated selection of professional micro-certifications at no cost to the student (e.g. Google Analytics, Hootsuite Platform and Social Media Certifications, and various certifications offered via Hubspot), and gain an internship experience for their resumes. Acting as a pro-bono advertising agency, *The Fairmount Project* (via MKT 607 and MKT 404) has partnered with organizations such as the Mental Health Association of South Central Kansas, Mid-West Battle Buddies, ICT Tack, Cornerstone Barbell, and in the Spring of 2023 students are working to support the rebranding and promotion of the Wichita Art Museum.

As discussed in Section C above, these partnerships have been further formalized through the launch of a marketing advisory board in the spring of 2023.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of teaching, scholarly/creative activity, and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.) **(HLC Assurance B.2.c; HLC Criterion 3.B item 4 and HLC Criterion 3.C)**

A. **Workload policy:** What is the workload policy for this program? Provide the policy as a PDF in the appendices of this program review with a direct hyperlink to the document. Departments can provide a workload distribution table (in the appendices) or additional narrative, as appropriate.

Please see Appendix 1 for the workload policy that existed during the period covered by this self-study (2018-22). Since then, the workload policy has changed

B. **Teaching and Service:** Briefly explain the standards in place in the college/department for the evaluation of the faculty for teaching and service activity. ***Provide narrative to represent the teaching and service for the faculty within the program. Please add a table/visual as appropriate in the appendices.***

The faculty members who teach in the BBA-Marketing program are all members of the Barton Schools Department of Marketing and either hold a PhD in Marketing or are exceptionally qualified in their given subject matter through their industry/consulting experience.

Following WSU Policy 4.31 - Faculty Evaluation, faculty members' teaching and service activities are evaluated every year within their department and by the Barton School dean. During the period covered by this self-study (2018-21), the Barton School required each faculty member to submit the results of a teaching evaluation (i.e., SPTE results) for each class they taught. These results, and evidence of teaching innovation and activities provided by faculty members, were used to evaluate teaching. For service, each year faculty members provided descriptions of their institutional service (e.g., college and university service), community service (e.g., support for non-profit organizations and Wichita area businesses), and professional service (e.g., professional conference work and unpaid consulting). Because faculty members differed in their roles, the expectations for the amount of time they dedicated to teaching and service varied. For example, faculty members who served as center directors were expected to spend more time engaged in community service than other faculty members. Each faculty member's annual teaching and service evaluations, therefore, were based on their role.

C. **Research and Creative Activity**: Briefly explain the standards in place in the college/department for the evaluation of the faculty research/scholarship/creative activity. ***If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.***

Following WSU Policy 4.31 - Faculty Evaluation, these faculty members' research and creative activities are evaluated every year within their department and by the Barton School dean. During the period covered by this self-study (2018-21), the Barton School required each faculty member to provide evidence of the articles, books, and book chapters they published. They could also provide evidence of research conference presentations they made, research grants they received, research reports they wrote, patents and trademarks they received, research software they developed, and other research they created. In accordance with the faculty qualifications guidelines the Barton School established as part of its accreditation by the Association to Advance Collegiate Schools of Business (AACSB), faculty members' past research was evaluated each year and faculty members were classified into one of five research-based categories. Because faculty members differed in their research category, the expectations for the amount of time they dedicated to research varied. For example, faculty members who did not have research-based doctoral degree were generally not expected to publish research. Each faculty member's annual research evaluation, therefore, was based on their role. Please see Appendix 3 for the Barton School's Faculty Qualification document.

In regards to the BBA-Marketing faculty members, the table below provides details on the research and creative activities conducted since the last review.

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet). Edit the table as needed to meet the departmental needs to represent Research & Creative Activity.

Table 1 Departmental Research & Creative Activity Since Last Review in 2019

Research & Creative Activity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Dr. Charles Martin – Full Professor	3													3			
Dr. Stephen Porter – Associate Professor and Previous Chair	1																
Dr. Duane M. Nagel – Associate Professor and Current Chair (as of 7/22)	6				2												
Dr. Seth Cockrell – Assistant Professor	3				2												
Dr. Lynn Matthews – Assistant Professor	3				2										1		
Dr. Sina Aghaie – Assistant Professor	3				7												
Dr. Alex Ziegler – Assistant Professor	2				2												

D. **Assessment of Faculty/Staff Productivity**: Provide a brief assessment of the quality of the faculty/staff using the data from the **narrative and table(s)** above. Include details related to productivity of the faculty including teaching, scholarship/research and creative activity, and services. (i.e., some departments may have a few faculty producing the majority of the scholarship, service, efforts to recruit/retain faculty, departmental succession plans, etc.)

As presented in the table 1 above, the majority of faculty activity is in the area of scholarly research in the creation and disimination of new knowledge related to marketing strategy and consumer behavior. Since 2019 the faculty have published 21 scholary articles in high quality peer-reviewed journals. They have presented 15 research papers at academic conferences and written multiple books and book chapters as well. Each member of the department serves on at least one college or departmental committee.

The breakout of faculty who teach in the BBA-Marketing program in regards to teaching, research, service, and administration is provided below.

# of Faculty	Teaching	Service	Scholarship	Adminstration
1 Faculty Member	20%	20%	10%	50%
1 Faculty Member	10%	10%	0%	80%
6 Faculty Members	45%	10%	45%	0%

Part 3: Academic Program(s) and Emphasis

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan(s) as an appendix (refer to instructions in the WSU Program Review document for more information).

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT at admission below 20 (triggered by KBOR defined Minima)?
   ☐ Yes ☒ No

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average at admission? ☐ Yes ☐ No

Not applicable- no graduate program

C. Accreditation status: *(HLC Assurance A.7 item a-c; HLC Criterion 4.A. item 5)*

If accreditation is previously noted, please add:

1. Name of accrediting body: Association to Advance Collegiate Schools of Business (AACSB)
2. Add in appendix, latest review from accrediting body (letter of confirmation) and hyperlink to this letter
   Please see Appendix 2 – no hyperlink is available
3. Current accreditation status: Acredited
4. Next Review Date: 2023
5. Commendations and concerns from the last review that program is addressing for continuous improvement:

   The following "consultative feedback" was provided to the Barton School as a whole. The feedback was not targeted at one program.
   - The Barton School should strive to make its Vision statement distinctive.
   - Input from external constituents and students in creating the Strategic Plan should be more explicitly acknowledged.
   - Diversity initiative would benefit from efforts to create an inclusive culture.
   - Given the University's research profile and the School's mission, 40% SA coverage target seems very modest.

   The Marketing department falls under the Barton School of Business accreditation conferred by the AACSB. This specialized accreditation requires degree-level assessment of all business programs.

D. **Assessment of Learning Outcomes** **(HLC Criterion 4.B. items 1-3)**

1. Complete the table below with program-level data. Identify the principal learning outcomes (i.e., with what skills does the Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

Add an appendix to provide more explanation/details as needed. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of the accreditation information. If not accredited, please complete the table below.)

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will have a basic understanding of human anatomy.	*Comprehensive Exam*	*Rubric*	*80% of students will score 80% Or <*	*90% of students scored 80% or better.*	*Proficient knowledge of anatomy has been demonstrated.*
1.Understand the core function of marketing in organizations of all types, as well as in society.	Exam in Marketing Capstone Course	Grading Scale	The average score will be above the 70%		
2.Understand marketing strategy including target marketing and the marketing mix.	Exam in Marketing Capstone Course	Grading Scale	The average score will be above the 70%		
3.Apply critical thinking skills in making marketing decisions.	Exam in Marketing Capstone Course	Grading Scale	The average score will be above the 70%		
4.Use the vocabulary, basic concepts, and common theory of the practice of marketing	Exam in Marketing Capstone Course	Grading Scale	The average score will be above the 70%		
5.Value the importance of being ethical and being socially responsible in marketing decision making	Exam in Marketing Capstone Course	Grading Scale	The average score will be above the 70%		

Note For the Above Table: The current methodology for measuring the learning outcomes is based on an aggregated score. The table below provides analysis of the results by academic year since the last review in 2019. Data is not yet available per objective but that is in development.

Year	N	Mean Score for Majors	% Above 70% target score
Spring 2020	37	87.3%	97.3%
2020-2021	29	85.6%	96.5%
2021-2022	16	88%	100%

The department is currently working with the Barton School's assurance of learning (AOL) committee to develop a new assessment for the future semesters. This assessment will be conducted in the MGNT 681 Capstone course for all business majors. The first collection of that data is slated to coccur in fall of 2023. The department's AOL representative is working to ensure that the measuremet tool is reflective of the specified learning objectives and that we are able to measure against specific objectives rather than in aggregate. Such data will provide faculty with better understanding of and feedback as to specific areas students require additional learning opportunities.

Table 3 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last four years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
2021	*26*	*Educational Testing Service Undergraduate Business Major Field Test – The Barton School used this test to compare Barton School undergraduate students'business knowledge vs the business knowledge of students at other business schools*	*The average score of Marketing Majors on the ETS exam was 46%*	*This placed students in the 27th percentile relative to other marketing majors.* *It is difficult to assess the validity or actionability of these scores given the questions or content of the ETS exam is not public and therefore its alignment to the specific learning objectives is impossible to assess.*

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in the section D tables above. Data should relate to the goals and objectives of the program as listed above.

Overall students are scoring well on the current departmental assessment, which is based on our specific learning objectives. Since the last review well over 95% of majors are exceeding the 70% target. Unfortunately, objective level data is not available based on current assessment tools.

However, taking a broader perspective of improvement, the rapid advancement and evlolution of the marketing discipline in the past few years, specifically in regards to a growing focus on technology and quantitative skills, suggest a full review of the current learning objectives is warranted. To this end, the department is partnering with the new advisory board to reevaluate the learning objects for not only the BBA-Maketing program as a whole, but each of our classes individually. This assessment will take place this May, and faculty will begin the reviewing that feedback in Summer/Fall of 2023. Based on the final objectives identified any curriculum changes or other actions needed to achieve the new objectives will be implemented in Spring of 2024. A new assessment and assurance of learning tool will be developed to track students' progress and mastery towards the new objectives individualy.

E. Assessment of Student Satisfaction (HLC Criterion 4.B item 1-3)

3. Use OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in section D tables above) to illustrate student satisfaction with the program and perceptions of program value.

OPA table 10 suggest an 81% program approval rating between 2017-2021 in line with the overall university average. Student satisfaction with the program did trend down to a low of 71% during the 2020 COVID-19 pandemic year as the university and all programs transitioned fully online. However, the overall satisfaction numbers did recover in 2021 to almost 80% when hybrid and face-to-face classes resumed. Given the updated curriculum launched in 2023, which was inspired by conversations with current students (in addition to alumnit and local industry), we expect overal satisfaction scores to continue to increase to pre-covid numbers.

F. General Education (HLC Criterion 3.B items 1-3)

General Education Course Requirements: https://www.wichita.edu/academics/generaleducation/

Assessing General Education: https://www.wichita.edu/academics/generaleducation/genedassessment.php

4. Does the program support the university's General Education program? ☐ Yes ☒ No
5. Does the program support one of the foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No
6. Does the program support one of the general education courses outside of the 12 hours of foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No

G. Concurrent Enrollment (HLC Criterion 3.A item 3; and 4.A item 4)

7. Does the program offer concurrent enrollment courses? ☐ **Yes** ☒**No**

If yes, provide the assessment of such courses over the last four years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

If no, skip to the next question.

H. **Credit Hours Definition** **(HLC Assumed Practice B)**

8. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐No

If no, provide an explanation.

I. **Overall Assessment of Program** **(HLC Criterion 3.A, 3.B, 4.A, 4.B)**

9. Define the overall quality of the academic program based on the above information and other information collected by the program, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The purpose of the BBA- Marketing program is to provide students with the opportunity to study marketing and pursue a career in a marketing related field. The assessments suggest that the students are achieving their learning outcomes and student satisfaction with the program is improving. The flexibility of the program provides students both online and face-to-face degree options. The BBA-Marketing provides student an opportunity to customize their degree program by choosing a wide variety of marketing courses for electivs . Or studentcs can decide to receive specialized training through one of the new concentrations. The modent curriculum and variety of options will only serve to increase student satisfaction in the future. Moreover, graduating students are receiving competitive compensation as demonstrated in Table 4 in Part 4 Section A.

Part 4: Enrollment Management **(HLC Criterion 4.C. items 1-4)**

Refer to student need and demand using the data from OPA Tables 11-15 from the Office of Planning and Analysis to complete this section.

List any triggered programs with reason (majors/faculty/graduates).

None

A. Student Need and Employer Demand **(HLC Criterion 4.A)**

Analyze the student need and employer demand for the program/certificate. Complete the table for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below.

Table 4 Employment of Majors

Program Name	Avg. Salary in Region of program graduates	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS** 2021-2031
Marketting	Upon Entry: $31, 646 After 5 Yrs: $50, 328	86%	61.5%	38.5%	0%	10 (graduates between 2020-2022)	Marketing promotions/Advertising: +10% (faster than average) Marketing Research Analysts: +19% (much faster than average)

* https://ksdegreestats.org/program_search.jsp and U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data).

1. Provide an explanation of the most common types of positions, in terms of employment graduates can expect to find. Programs that are triggered for graduates or majors should get particular attention.

The most common positions are similar to: Brand Assistant, Associate Account Executive, Sales Representative, Junior Planner, Business consultant, Digital Marketing Specialist, Social Media Manager.

2. Summarize the available data within the table. Race/ethnicity data will be provided for the majors in each level program. Use the narrative to reflect on the data and address:

i. The student need for the CIP degree using the data from the table as appropriate.
ii. Employment demand for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation.
iii. Provide information on alumni or employer surveys about placement, salary, needs, etc. for the different program levels.
iv. Number or percentage of graduates who go on to enroll in graduate degree programs.

According to the WSU exit survey from the most recent year (2022), all (100%) of BBA-Marketing Graduates were employed upon graduation with 61.5% in the marketing field and 38.5% in a related field. Data from ksdegreestats.org states that graduates receive an average compensation of $31,646 in their first year, growing to just around $50k in 5 years. The data from the Bureau of Labor Statistics shows that the employment in the field of marketing is growing faster than the national average. Employement in the area of Marketing promotion, advertising and marketing management is predicited to grow 10% by 2031, while the field of marketing research is predicted to grow by 19%. According to the WSU exit surveys about 5% of marketing gradudates go on to pursue a gradute degree.

B. Recruitment and Retention (HLC Criterion 4.C)

3. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management to support the Strategic Enrollment goals of the university including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

The Marketing department participates in the SEM plan for the Barton School of Business. In addition, the departmental faculty take an active role in participating in University sponsored events e.g., Meet the juniors night. In addition, we have multiple faculty that are "on-call" to visit with high school students that are visiting the campus. Dr. Alex Ziegler an Assistant Professor in the department is one of the WSU Recruitment Fellows. Our WSU-AMA chapter provides support for current students and aids in the retention process of our majors by providing networking events with the Wichita AMA professional chapter, conduct local company tours, and hold social events to strength students' ties to the program. In Spring of 2023 the WSU-AMA chapter has obtained a group internship with a local Wichita restaurant to provide marketing and promotional consulting services. The departmental faculty have regular office hours and regularly meets with students to discuss issues dealing with class, co-ops and internships, and potential job opportunities.

4. Briefly describe how the department and faculty have engaged in graduate strategic enrollment management (G-PIPER Graduate Program Investment Plan for Enrollment and Research) including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities. **NA**

5. a.) What is the current number of majors within the program for each of the academic years since the last review? b.) What is the number of graduates for each of the academic years since the last review? c.) Also address student enrollment, degree production, and employment outcomes for URM students**.**

Discussion items to consider:

- Average time from admission to graduation. (NISS Recommendation)
- Retention and completion rates. (NISS Recommendation)
- Enrollment, retention, and completion rates by race/ethnicity. (NISS Recommendation)
- Addressing DFW courses in program/department as identified in WSU Reporting (OPA-0008 At Risk Report)

A) 2019: 242 2020: 229 2021: 233 2022: 221
B) NA
C) Headcount for the BBA-Marketing program has declined somewhat since the last review but not uniformly. A review of the data provided by OPA suggest between the fall of 2019 and fall of 2022 the BBA-Program had approximately 67

students change their major. These changes may be reflected in the lower than normal student satisfaction scores for the same time period (see Part 3, Section E). Interestingly, many of these students changed to more quantitative majors such as accounting, finance, econ, and MIS. Such data was one of the justifications for the development and launch of the new BBA-Marketing concentration focused on marketing analytics in an effort to retain marketing students interested in more quantitative careers. The department has been making a concerted effort to promote the new concentrations in Digital and analytics in order to reverse these program trends and we are seeing some success. Accorning to members of the Barton school recruiting team and advising offices new and existing student interest in marketing is increasing. This is supported by WSU records that show BBA-Marketing program up 27% in fall admits.

Regarding courses that students in the program struggle with the main issues come from the business core. Recently, the Undergraduate Programs Committee identified two required courses high DFW courses. The courses were ECON 232 (Statistical Software Applications for Business) and MATH 144 (Business Calculus). Because the BBA-Marketing program is participates in the business CORE, ECON 232 was managed and taught by the Economics Department, and MATH 144 was managed and taught by the Mathematics Department, not marketing faculty. To address the high DFW rate in ECON 232, the UPC committee met with the Economics department chair and faculty to identify potential causes of students' low performance in the course. Based on the meetings, plans were made to implement course design and scheduling changes that could improve student success. These changes included move in-person sections and more 5-week and 8-week sections. (ECON 232 is a 1-credit course.). The UPC committee and Marketing Faculty also met with the Math department chair and faculty who teach MATH 144 to identify potential causes of students' low performance. As a result of the meetings, the Math faculty decided to adopt a new textbook for the course that (was recommended by the marketing faculty), emphasize topics that are more relevant to business, and create a "best practices" document for MATH 144 instructors.

C. Program and Faculty Service (HLC Criterion 3.C)

Analyze the service the Program/certificate provides to the ***discipline, other programs at the University, and beyond****. Complete for each program if appropriate.* ***Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production) can be used to partially address this section.*** *(Refer to instructions in the WSU Program Review document for more information on completing this section) Brief assessment of the service the Program provides*

6. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.
   Between 2016-2020 the department averaged 1940 credit hours per semester at the undergraduate level. Approximately 28% of those hours are generated by the BBA-Marketing program. The remaining 72% are from non-program majors. This is because our MKT-300 Marketing Principles is part of the business core and MKT-405 Consumer Behavior supports the BBA- Business administration degree. While the department does not have a graduate program we do have multiple faculty that teach in the MBA and EMBA program each semester.

7. Provide a brief assessment of the service the Program/certificate provides to other university programs.
   In addition to the the BBA-Marketing the department also provides a minor in marketing and a minor in professional selling for other business and non-business majors. As of last count from our advising office almost 80% of marketing minors are non-business majors.

8. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.
   The Barton School has developed 2+2 articulation agreements with community colleges and technical schools in Kansas and other states. These agreements generally allow students from community colleges and technical schools to transfer to WSU and pursue a bachelor's degree in any business major including Marketing. As a department we are also currently working with WSU Tech to provide their AAS Digital marketing graduates with a pathway to the department's BBA-Marketing emphasis in digital marketing.

9. Provide a brief assessment of SCH workload of the service the Program/Certificate provides through interdisciplinary opportunities (cross list, team teach, etc.)
   Currently the BBA-Marketing provides crosslisted courses with both International Business and Entrepreneurship programs.

10. Provide a brief assessment of SCH workload of the service the Program/Certificate (e.g. badges, microcredentials, industry credentials) provides to the institution and beyond.

NA

Part 5 Summary and Recommendations: (HLC Criterion 4.A.1)

Program Goals from Last Review: During the program review, four years ago, the program developed a set of goals. Please list the goals and the progress made towards achievement, including the data used to analyze progress and the outcomes. *List the goal(s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section)*

Complete the table. (add lines as needed)

Table 5 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
	Continue to aggressive persue department succession plan for Tenure-track faculty	Faculty FTE	The Department has hired 4 tenure track faculty since the previous review	complete
	Continue to aggressively persue department sucession for instructors that retire	Faculty FTE	All full-time instructors have retired or moved to administration. To date the department has not been allowed to hire to replace these faculty reducing department production by 8 sections an academic year.	Not achieved
	Monitor Graduation rates of URM	Degree production	The department monitors OPA reports on URM Degree conference and has maintained a 15% conferrance rate which is inline with the university percentages.	Continual monitoring
	Assess class offerings for the BBA-Marketing major and correct weaknesses	Curriculum review and partnerships with alumni and industry to review current offerings and choose new classes.	The department began introducing new courses focused on digital marketing in 2018 and since then has created two new emphases (digital marketing, Marketing Analytics) to improve and modernize	Continual process

1. Describe where the Program (s) have been and where they are going. What are the plans to advance the program (s), how will future progress be evaluated?

The program has a long history of success, consistency, and a culture of applied learning. Since the last review, the program has evolved substantially with the launch of the new concentrations in Digital Marketing and Data-driven Marketing & Intelligence. These concentrations are preparing students with in-demand skills. The creation of the new Marketing Advisory board will provide the department with a continual review and assessment of curriculum and learning outcomes to ensure the program stays current and prepares graduates for the workforce. The facaulty is also working to develop better metrics and assurance of learning assessments to provide the accurate and relevant data for future program development

and enhancement. As mentioned previously, admits for Fall 2023 are up almost 30% and early feedback from Barton Recruiting suggests the new digital and analytics concentrations are the driving factor.

Impact of Previous Self-Study Recommendations: At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note the progress to date on implementation.

Complete the table. (add lines as needed)

Table 6 Changes made based on Previous Recommendations by University Program Review Committee

Recommendation	Activity	Outcome
Formalize succession plan for faculty/program structure to sustain the program	Since the last review we have hired 4 tenure-track faculty and hired highly qualified adjuncts to cover the lost sections from retiring instructors that we were not allowed to backfill.	The program is currently supporting necessary class at both the college and program level and the department and the succession plan was a success and completed.
Address more descriptively aspects of the program review for further communication of responses.	The current document provides detailed descriptions and objective measures	Addressed recommendation
Address assessment outcomes to support program goals.	The current document provides details assessment data including total N and performance data from multiple calendar years.	The program is achieving the desired metrics for student performance, and in the process of working wit the college to update and improve assessments even further.
Align recruitment and retention efforts with the university's strategic enrollment plans.	In addition to the existing actions outlined in this document, the department is also actively involved in the recruitment and retention plans of the Barton Schools Strategic plan that is in full alingnment of the university strategic plan. Additionally, a member of the department faculty was awared a Recruitment fellowship from the university and is actively involved in the university/college/departmental efforts.	The process is ongoing and recruitment numbers for the fall of 2023 are up 30%.

Additional narrative, as appropriate:

Forward-Facing Goals: Identify goal(s) (aspirational and measurable) for the program to accomplish in time for the next review. Consider use of SMART goals (**Specific, Measurable, Attainable, Realistic, and Time-bound)** when appropriate and should be tied to the university and college strategic plans.

Complete the table. (add lines as needed)

Table 7 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Review all learning outcomes for marketing course to ensure they align with current market needs and are measurable	Yes – Revised list of outcomes	Feedback from faculty and advisory board	Yes – process and resources in place	Within scope of responsibility of faculty	Fall 2023
Increase enrollment of BBA-Marketing program by 25%	Yes – percentage increase	Yes – student enrollment	Yes – New programs are in place to attract students and new offerings can be considered	It is a stretch goal given the potential decline highschool graduates predicted	Spring 2027
Improve Satisfaction scores of Marketing majors exit interviews to pre-covid levels	Yes – survey	Yes – percentagae improvement	Yes – work as a department to improve student experience and feedback	Yes – department has appropriate faculty	2025 to ensure time to implement and measure

APPENDIX 1 –Workload Policy

Barton School of Business Faculty Teaching Load Categories

The purpose of this document is to provide general guidelines pertaining to Barton School of Business faculty teaching loads based on research productivity. Faculty should refer to department-specific documents for lists pertaining to what constitutes "elite" and "high quality" journals.

Faculty not explicitly meeting the High Intensity Research or Intensive Research requirements can provide additional evidence of the equivalency of their scholarly activity to these guidelines. In applying these guidelines, equivalencies will be determined by the Barton School Executive Committee. The award of High Intensity Research or Intensive Research status based on additional evidence is at the discretion of the Dean in consultation with the Barton School Executive Committee.

High Intensity Research Faculty (6/6 load) – publish at least three *high quality* refereed journal articles (or their equivalent) every *three* years. Special consideration will be given for publications in *elite* journals when determining equivalents.

Intensive Research Faculty (6/9 load) – publish at least two refereed journal articles (or their equivalent) every *three* years.

Regular Research Faculty (9/9 load) – publish at least two refereed journal articles (or their equivalent) every *five* years or otherwise be *academically qualified* for AACSB purposes under our Barton School policy.

New Tenure Track Faculty - receive a 6/6 load for three years. After the three-year review, the 6/6 load will be extended for the remainder of the probationary period if the faculty member is making substantial progress toward promotion and tenure. Absent substantial progress, the faculty member may be given a terminal contract through normal review procedures or, if retained, will receive an increase in teaching load commensurate to the productivity shown.

Teaching Faculty (12/12 load) – non-research faculty.

Disclaimer: *See Barton School of Business Tenure and Promotion policies for the research requirements to achieve tenure and promotion. The above guidelines are solely for the purpose of determining teaching loads of faculty based on research productivity.*

APPENDIX 2 – Last AACSB Accreditation

CONTINUOUS IMPROVEMENT REVIEW 2 (CIR2)
BUSINESS PEER REVIEW TEAM REPORT

WICHITA STATE UNIVERSITY
Barton School of Business

Section I: Peer Review Team Recommendation

The peer review team recommends ***Extension of Accreditation*** of the degree programs included in the scope of accreditation offered by Barton School of Business, Wichita State University (WSU). This recommendation reflects the opinion of the peer review team only and will be reviewed by the Continuous Improvement Review Committee (CIRC) during the next scheduled meeting on March 22, 2019. The primary role of the CIRC is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Concurrence by the CIRC and ratification by the Board of Directors are required prior to the confirmation of the accreditation extension. Following ratification by the Board of Directors, the Official Representative of the school will be notified initially via email and subsequently by letter from AACSB. The applicant must wait until the Board of Directors ratifies the recommendation before making any public announcement.

II. Identification of Areas That Must Be Addressed during a Continuous Improvement Review 2 (see "2" below and cite the specific business accreditation standard(s) relevant to the issues to be addressed)

- Standard 1: Mission, Impact, and Innovation: The Strategic Plan needs some more clarity. The time horizon needs to be clearly defined and clear, measurable goals need to be identified. They need to close the loop to determine whether they are accomplishing what they sought to accomplish. We expect the school, at the end of the CIR2, to have a strategic plan that differentiates Barton, has clearly identifiable goals with associated costs and a monitoring mechanism to evaluate progress.
- Standard 15: Faculty Qualifications and Engagement: The School should show that criteria to classify faculty are more clearly specified and applied. We recommend that criteria to classify faculty as SA, SP or IP be clearly specified. We also recommend a faculty classification model that clearly identified expectations for administrators (dean, associate dean, and department chairs). In addition, Wichita State University is designated as one of the three research universities in the Kansas Board of Regents system. The Barton School's CIR states that "the Barton School puts a high priority on significant and substantial intellectual contributions by a majority of its faculty, with primary emphasis on basic/discovery scholarship. This is a high standard to set and as we reviewed publications across the faculty we feel that there are no clear criteria to determine if a publication is in the basic/discovery category or whether it is applied or pedagogical. Mere publication in a journal, even a prestigious one, is not indicative of the type of scholarship. Faculty qualification criteria should specify how a publication can be categorized as basic, applied, or pedagogical. We feel the school's objective of seeking to make "significant and substantial intellectual contributions by a majority of its faculty" are difficult to meet given current faculty constraints and growth. We expect the school to have a document that clearly identifies the faculty qualification criteria. We also expect the school will have a more realistic definition of its scholarship goals based on an expansive definition of scholarship.

III. Result of CIR2 peer review team's review

- Standard 1: Mission, Impact, and Innovation: Since the peer-review team site visit, the Barton School of Business, has adopted a strategic plan (2019-2024) with revised mission, vision, core value statements, and a set of four strategic priorities. The plan was developed in Fall 2018 by a committee appointed by the dean and each member of the committee sought feedback from their constituents. The dean and associate dean provided cost estimates for the various goals identified in the plan. A survey was conducted to seek input from all constituents. Multiple drafts of the plan were circulated among all Barton School faculty and staff and were discussed in college meetings. The revised plan was adopted by majority vote in December 2018. The CIR2 is satisfied that the school has been responsive to the issue identified by the prior PRT.

- Standard 15: Faculty Qualifications and Engagement: The Barton School Faculty Affairs Committee recommended revisions to the faculty qualifications based on comments of the previous PRT. After extensive discussion among the faculty and after receiving and incorporating suggestions, the revised document was approved by the Barton School faculty in December 2018. The CIR2 team is satisfied that the school has addressed the issues raised in this regard by the previous PRT.

Section II: Consultative Feedback

- Standard 1: Mission, Impact, and Innovation
  - The Barton School should strive to make its Vision statement distinctive.
  - Input from external constituents and students in creating the Strategic Plan should be more explicitly acknowledged.
  - Diversity initiative would benefit from efforts to create an inclusive culture.

- Standard 15: Faculty Qualifications and Engagement
    - Given the University's research profile and the School's mission, 40% SA coverage target seems very modest.

CIR2 Peer Review Team roster

Raghu Tadepalli (Chair)
Dean
Elon University
Martha and Spencer Love School of Business

Donald R. Deis, Jr. (Accounting Chair)
Joslin Endowed Chair of Accounting
Texas A&M University-Corpus Christi
College of Business

Parveen P. Gupta (Accounting Member)
Professor of Accounting
Lehigh University
College of Business and Economics

Scott A. Dawson (Business Member)
Dean
California Polytechnic State University, San Luis Obispo
Orfalea College of Business

APPENDIX 3 – Assessment Plan

2022-27 Assessment Plan													
Assessment or Improvement	**Year**	**Term**	**Objective 1 Accounting**	**Objective 2 Economics**	**Objective 3 Statistics**	**Objective 4 Marketing**	**Objective 5 Entrepren.**	**Objective 6 Intl Biz**	**Objective 7 Finance**	**Objective 8 Ops Mgmt**	**Objective 9 Mgmt**	**Objective 10 MIS**	**Objective 11 Legal**
Assessment Year	2022-23	Fall 2022	IMPLEMENT - Faculty in each discipline implement curriculum changes (if needed)										
		Spring 2023	ASSESS - Administer Comprehensive Exam in MGMT 681 (Capstone)										
Improvement Year	2023-24	Fall 2023	ANALYZE - Faculty in each discipline review assessment results and suggest curriculum changes (if needed)										
		Spring 2024	MAKE CHANGES - Faculty in each discipline develop curriculum changes (if needed)										
Assessment Year	2024-25	Fall 2024	IMPLEMENT - Faculty in each discipline implement curriculum changes (if needed)										
		Spring 2025	ASSESSS - Administer Comprehensive Exam in MGMT 681 (Capstone)										
Improvement Year	2025-26	Fall 2025	ANALYZE - Faculty in each discipline review assessment results and suggest curriculum changes (if needed)										
		Spring 2026	MAKE CHANGES - Faculty in each discipline develop curriculum changes (if needed)										
Assessment Year	2026-27	Fall 2026	IMPLEMENT - Faculty in each discipline implement curriculum changes (if needed) EXTERNAL ASSESSMENT - Administer the ETS BBA Major Field Test in MGMT 681 (Capstone)										
		Spring 2027	ASSESSS - Administer Comprehensive Exam in MGMT 681 (Capstone)										